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MINISTERE DES SPORTS ET DE
L'EDUCATION PHYSIQUE

INSPECTION DE PEDAGOGIE



REPUBLIC OF CAMEROON
Peace - Work – Fatherland

MINISTRY OF SPORTS AND
PHYSICAL EDUCATION

PEDAGOGIC INSPECTORATE

MEMENTO

**On the Competence
based approach
in Physical Education and Sports in Cameroon**

Edition 2017

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Preface

Together with the international educative community, Cameroon has introduced in its educational system, the competence based approach (CBA).

This approach completes or at least reinforces the objective based approach which was presenting the teacher as the holder of knowledge. The competence based approach on the contrary, puts the learner at the centre of all the pedagogic preoccupations, enkindles in the student, a transposition of the knowledge acquired, skills and attitudes in active life in order to transform him into a model citizen.

The introduction of this new paradigm in the Cameroon school milieu in general, and in the teaching of PES in particular, could not happen without difficulties.

The difficulties include:

- Little mastery of the “competency based approach” by many teachers on the field;
- Inadequacy between training and the exigencies of the new approach in the curricular plan.

This non exhaustive list of elements was a limit to the implementation and to the adhesion by the teacher in general, and particularly by those in charge of PES.

The interest of this memento is to ease the comprehension of the “competence based approach” concept and also to serve as a bridge between teachers already working and those still undergoing training.

The Minister of Sports and Physical Education

BIDOUNG MKPATT

Preamble

This is an opportunity to contribute to the implementation of the educative project that we all pursue by teaching Physical Education and Sports.

We all know that the competence based approach (CBA) concept was introduced in our educative system some years ago.

After several seminars on the topic, the concept seems to be perceived and comprehended by the majority in different ways.

Therefore the harmonization and a harmonized comprehension of the concepts used in the new paradigm is necessary, in order to take the challenges we face as teachers of the sub-sector of Physical Education and Sports namely: to guide the learner in the mobilization of internal resources (knowledge, abilities, skills) and external resources (documents, cards, resource persons ...) in order to face daily life problems.

Inasmuch as objectives play an undeniable key role in the teaching of large groups and ease learning from simple to complex aspects, it limits the learner to a passive position of an executor receiving instructions from the teachers directives.

The competence based approach on the other hand triggers inclusion within the learning environment putting the learner at the centre of the process letting him to play an integral role in the teaching-learning process. Though the teacher needs to possess relevant competences in group management.

The memento puts at your disposal is to remind you the fundamentals of (CBA), and the key elements of its implementation.

In order to take into account your suggestions and willing to valorize your experience, we will be grateful you send to us your observations.

The Inspector of Pedagogy

BELLA EVES

Institutional framework

The international charter on Physical Education and Sports (1978), states in its preamble that the effective exercise of human rights depends mostly on the possibility offered to each person to develop and freely preserve their physical, intellect and intellectual means, and consequently, the access of every human being to Physical Education and to Sports, should be assured and guaranteed;

Law N^o 74/22 of 5th December 1974 on Sports and Socio-Educational Equipment reminds in its article 1 that every school or University construction project should include sites for the establishment of Sports and Socio-Educational equipment;

Law N^o 98/004 of 14th April 1998 guiding Education in Cameroon states the aim and the type of men to train;

Law N^o 2011/018 of 15th July 2011, on the organization and promotion of Sports and Physical Activities states in its part II, chapter I, article 8(1) that the teaching of Physical Education and Sports as well as Sports animation in the nursery, primary, secondary, tertiary Education and vocational training is done by qualified personnel;

Decree N^o 2012/436 of 1st October 2012 bearing the organisation of the ministry of Sports and Physical Education states in its chapter V article 7, missions assigned to the Inspectorate of Pedagogy wherein the conception and elaboration of teaching programmes and teaching methods of Physical Education and Sports in all schools together with Technical Directorates;

Order N^o 001/MINSEP of 11th April 2011 stating the practical modalities for the organisation and the unfolding of end of course vocational internships of students in training schools under the supervision of the Ministry of Sports and Physical Education states the contents of internships, persons in charge...;

Decree No 127/CAB/PM of 10th September 2012 stating the nature, hourly volume and the coefficient of the Physical Education and Sports paper in ongoing training and official exams, states inter alia,

the compulsory nature of PES, the type of exercises in the various exams and the coefficient of PES in on-going training and official exams;

Inter-ministerial Order N° 05/14 /MINSEP/MINESEC stating Pedagogic Inspection modalities of Physical Education and Sports personnel in service in private, government, and vocational schools, states among other things the modalities of joint Inspection;

Decision N° 184 MINSEP/CAB of 27th November 2012, laying down the criteria for practical and theoretical evaluation of Physical Education and Sports paper in continuous training and official exams, states that the choice of athletic exercises as well as the taxonomy of gymnastic elements are the only criteria for evaluation;

Decision N° 185 MINSEP/CAB of 27th November 2012 bearing the organization of the practical and theoretical paper of Physical Education and Sports in on-going training and official exams states among other things, the examinations and ministries concerned, the quality of supervisors and the modalities of the on folding of exercises;

The 2013 PES official programme, states the expected competences of teachers at each level of teaching, which reiterates the compulsory resort to the CBA in replacement of the Objective Based Approach (OBA) which was used up to this time.

Official instruction N° 028 (2013) bearing the teaching and practice of Physical Education and Sports in schools and Universities the PES teacher administrative, pedagogical and technical guidelines, in order to maximize output.

DEFINITIONS

Competence indicates the mobilization of knowledge, know-how and wellbeing in an action.

Competence based approach is a notion focused on the learner in situation, and not on the learning of a series of knowledge and/or skills.

Competence in PES consists of a judicious mobilization by the learner of resources (physiological, cognitive, metacognitive, affective...) through motor realizations.

Evaluation is an action of general impact aimed to measure all the resources mobilized (by a learner) to react in situation.

Finalities are directives to guide the conception of programmes.

Measure is the instrumental support for evaluation.

Objectives are intentions defining the behaviours of the learner following a pedagogic intervention.

Objective based pedagogy is a notion focused on the transmission of a series of knowledge and/or skills to a learner by the teacher without any consideration on their usefulness in his daily life.

Particular competences are competences developed inside a particular discipline (subject).

DIFFERENCES BETWEEN OBP/CBA (SOME ELEMENTS)

OBP	CBA
Series of skills to be transmitted out of the context of action	Following up of the student in his learning situation
Measure of performances using only standard tools (stopwatch, deca-meter, stands, official scales, etc.)	Taking into account the mastery by the learner of the knowledge, wellbeing, skills, corresponding to awaited competences
Teaching focused on predefined contents	Learning focused on the pupil, his needs and the dynamics of the class
emphasis is laid on the acquisition of knowledge outside any professional use	Emphasis is laid on the use of acquaintances to face professional and daily life problems
Only one discipline is targeted	An Interdisciplinary approach is preferred
Only the learner is considered eager to acquire knowledge	The teacher and students learn together
Learning is a passive, linear and accumulative process	Learning is considered as an active collective and progressive up ward process.

OFFICIAL PROGRAMMES OF PES

PES is a teaching subject aimed at transforming the potential and available resources of the learner to enable him to act and progress effectively with efficiency in the society.

Each teaching level presents these general objectives into specific objectives relative to age and the needs of the students. For each of these levels, are connected awaited competences summarized in the table below.



NURSERY SCHOOL

Nursery one :

Type of relation	Teaching Activities	Awaited Competences
Relation with one's self	<ul style="list-style-type: none"> -Body parts identification games ; -Animals movement reproduction games; -educative games and serpentine movements; -balance and laterality games. 	<ul style="list-style-type: none"> -Locating and identifying the parts of the body; -Moving the various parts of the body ; -Reproducing various animal movements : -Executing various forms of movements ; -Maintaining balance and identifying left and right parts of the body
Relation with the physical environment	<ul style="list-style-type: none"> -Object handling games according to their shapes and sizes; -Obstacle games ; -Bowl games; -Orientation games ; -Space delimitation games. 	<ul style="list-style-type: none"> -Taking, grabbing, putting down, rolling, driving, carrying ; Lifting, dragging, assembling, pulling, pushing, catching; -Jumping, avoiding, walking around; -Aiming, throwing, reaching ; -Turning forward, backward, left and right; -Getting closer, moving away from a reference point; -situating one's self, out, up

		or under
Relation with the social environment	<p>-Games to the rhythm of music (slow or fast rhythm) ;</p> <p>-singing dancing, traditional games</p>	<p>-Listening, watching, and repeating alone or in group gestures or movements.</p>



Nursery two :

Type of relation	Teaching Activities	Awaited Competences
Relation with one's self	<ul style="list-style-type: none"> -Body parts identification games ; -Animal movement reproduction games ; -Educative games and serpentine movements; -Balance and laterality games; - Suppleness games ; 	<ul style="list-style-type: none"> - Locating and identifying the parts of the body; -Moving the various parts of the body ; -Reproducing various animal movements : -Executing various forms of movements ; -Maintaining balance and identifying left and right parts of the body
Relation with the physical environment	<ul style="list-style-type: none"> -Obstacle games ; 	<ul style="list-style-type: none"> - Jumping, avoiding, walking around ;
Relation with the social environment	<ul style="list-style-type: none"> -Singing dancing, traditional games - Locating and identifying the parts of the body; -Moving the various parts of the body ; -Reproducing various 	<ul style="list-style-type: none"> - Listening, watching, and repeating alone or in group gestures or movements. -Recognizing one's group ; -Carrying out a task together; -Confronting another or others in skills, in strength ;

	<p>animal movements;</p> <p>-Executing various forms of movements ;</p> <p>-Maintaining balance and identifying left and right parts of the body.</p>	<p>-Feinting, destabilizing the other.</p>
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PRIMARY SCHOOL

Level I :

Domain of intervention	Dominant themes	Teaching activities	Awaited Competences
Perception and body control	Physical effort, mobility, locomotion	Sprint race	Moving fast on the floor over a given distance
		Speed-endurance race	Moving at a regular pace over a long distance by changing the rhythm
Adjustment and control of the body in movement while manipulating objects with a possibility of communicating	Physical effort, handling	Short put	Combining known handling actions of manipulation and projection of objects
	Physical effort, mobility	High jump	Getting over an obstacle after a race
	Physical effort, mobility, locomotion, expression	Floor gymnastics	Mobilising different parts of the body according to one's abilities
	Locomotion, cooperation/opposition, mobility, physical effort	Football, basket-ball, handball, volley-ball	Using play areas properly and the rules of the game to reach the target
	Locomotion, cooperation/opposition, motricity		Cooperating to slow down and prevent the opponent to reach his target

Level II :

Domain of intervention	Dominant themes	Teaching activities	Awaited Competences
Perception and body control	Physical effort, mobility, locomotion	Sprint race	Moving fast on the floor over a given distance by taking a good start.
		Speed-endurance race	Controlling one's pace in different field conditions
Adjustment and control of the body in movement while manipulating objects with a possibility of communicating	Physical effort, handling	Short put	Controlling the movement of some projection tools and objects
	Physical effort, mobility	High jump	Jumping as high as possible without slowing one's pace and without blocking during take-off.
	Physical effort, mobility, locomotion, expression	Floor gymnastic	Taking different postures while maintaining balance.
	Locomotion, cooperation/opposition,		Using play areas properly and the rules of

	mobility, Physical effort	Football, basket- ball, handball, volley-ball	the game to reach the target
	Locomotion, cooperation/opposition, motricity		Cooperating to slow down and prevent the opponent from reaching the target



Level III:

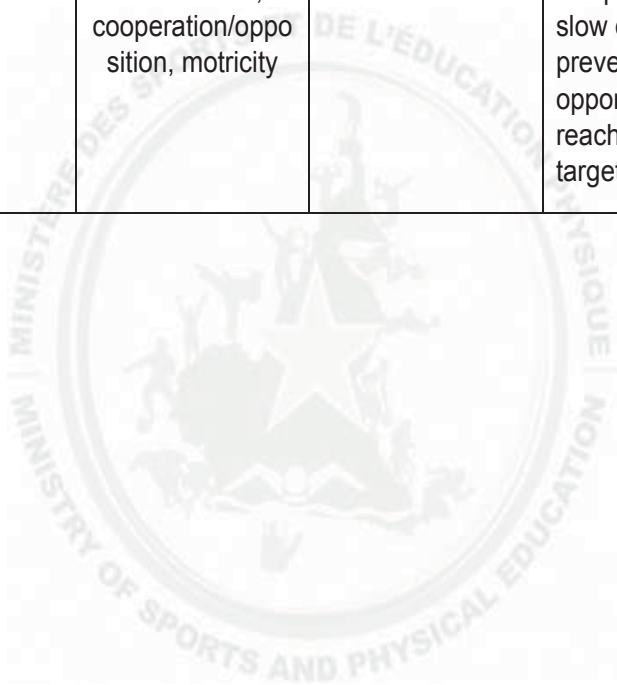
Domain of intervention	Dominant themes	Teaching activities	Awaited Competences
Perception and body control	Physical effort, mobility, locomotion	Sprint race	Moving fast and execute actions while controlling their execution and their linkage.
		Speed-endurance race	Making a reasonable and sustainable effort in the course of an activity.
Adjustment and control of the body in movement while manipulating objects with a possibility of communicating	physical effort, handling	Short put	Throwing different objects in various ways.
	Physical effort, mobility	High jump	Projecting one's self as high as possible over a fixed obstacle on one take off foot
	Physical effort, mobility, locomotion, expression	Floor gymnastics	Repeating actions with a given intention.
	Locomotion, cooperation/opposition, mobility, physical effort	Football, basket-ball, handball, volley-ball	Using play areas properly and the rules of the game to reach the target
	Locomotion, cooperation/opposition, motricity		Cooperating to slow down and prevent the opponent from reaching the target

SECONDARY SCHOOL

Level I:

Domain of intervention	Dominant themes	Teaching activities	Awaited Competences
Perception and body control	Physical effort, mobility, locomotion	Sprint race	Moving fast and executing actions while controlling their execution and their linkage to various stages of the movement.
		Speed-endurance race	Measuring one's effort in relation to the task to execute
Adjustment and control of the body in movement while manipulating objects with a possibility of communicating	Physical effort, handling	Short put	Throwing an object as far as possible
	Physical effort, mobility	High jump	Getting over an obstacle coordinating one's actions to obtain the highest jump possible
	Physical effort, mobility, locomotion, expression	Floor gymnastics	Applying the notions related to mobility of body executing

			movements.
	Locomotion, cooperation/opposition, mobility, physical effort	Football, basketball, handball, volley-ball	Using play areas properly and the rules of the game to reach the target
	Locomotion, cooperation/opposition, motricity		Cooperating to slow down and prevent the opponent from reaching the target



Level II :

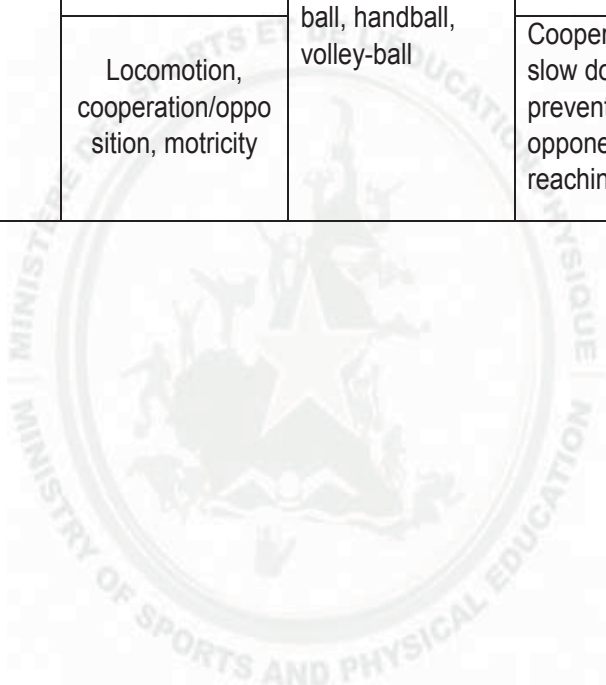
Domain of intervention	Dominant themes	Teaching activities	Awaited Competences
Perception and body control	Physical effort, mobility, locomotion	Sprint race	Executing as fast as possible a combination of actions of displacement on a given distance.
		Speed-endurance race	Adapting one's Breathing rate to the duration, the distance and the change of pace and one's organic endurance
Adjustment and control of the body in movement while manipulating objects with a possibility of communicating	Physical effort, handling	Short put	Throwing an object as far and as efficiently as possible with rules and known execution forms.
	Physical effort, mobility	High jump	Projecting one's self as high as possible over a fixed obstacle

			using different methods while respecting their respective forms of execution.
	Physical effort, mobility, locomotion, expression	Floor gymnastics	Combining balance, rotation and flight elements.
	Locomotion, cooperation/opposition, mobility, physical effort	Football, basket-ball, handball, volley-ball	Using play areas properly and rules of the game to reach the target
	Locomotion, cooperation/opposition, motricity		Cooperating to slow down and prevent the opponent from reaching the target

Level III :

Domain of intervention	Dominant themes	Teaching activities	Awaited Competences
Perception and body control	Physical effort, motility, locomotion	Sprint race	Combining the different stages of displacement with varying execution attitudes, changing the number of steps and the pace length on a given distance
		Speed-endurance race	Managing one's effort in endurance with a rhythm in relation to one's ability on a given long distance
Adjustment and control of the body in movement while manipulating objects with a possibility of communicating	Physical effort, handling	Short put	Throwing an object the most precisely possible towards a target located at various distances using the execution form relative to one's abilities.
	Physical effort, mobility	High jump	Crossing over a fixed object correctly following a form of execution appropriate to one's abilities
	Physical effort, mobility,	Floor gymnastics	Presenting a combination of

	locomotion, expression		several chain actions following a rhythm and precise linkage
	Locomotion, cooperation/opposition, mobility, physical effort	Football, basketball, handball, volley-ball	Using play areas properly and rules of the game to reach the target
	Locomotion, cooperation/opposition, motricity		Cooperating to slow down and prevent the opponent from reaching the target



VOCATIONAL TRAINING

GCE/O Level I.

Domain	Subject	Module	Awaited competences
sports medicine	Physiology	-Anatomy (basics of the human body) - Effort physiology (basics)	Knowing how the body reacts during physical activities
Game didactics and Didactics of PES	Psycho-pedagogy	Psychomotricity (types of relationships of motor actions)	Knowing the various exercises that allow you to discover: -the various parts of the body; -one's physical environment -one's social environment.
	Practical pedagogy	-Preparing the PES lesson (plat form) -Practical pedagogy in government nursery schools	Preparing a lesson plat form: -Choosing the appropriate formations and games -Applying the lessons acquired.

	Sports sociology	<p>Definition of game</p> <ul style="list-style-type: none"> -Practice of games (3-6 year learners) -History of sports and Physical Education (PE) -Definition of the concepts <p>Physical Education and Sports (PES) - Sports</p>	<p>Knowing the purpose of games</p> <ul style="list-style-type: none"> - Identifying a maximum number of games (traditional or modern) -Knowing educative games <p>Mastering concepts : Physical education</p> <p>Physical Education and Sports -Sports</p>
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DCEO Level II.

Domain	Subject	Module	Awaited Competences
sports Medicine	Physiology	-Traumatology -Initiation to first aid gestures	Knowing and preventing risk of accidents
Game didactics and Didactics of PES	Psycho-pedagogy	-Learning of PAS -conditioning (Pavlov and Skinner) Taxonomy of objectives and competences -Evaluation in PES	Inducing expected behaviour through instructions or a signal etc... Making objectives and competences of a lesson or a cycle ;
	Practical pedagogy	Programming learning cycles, athletics and activities of expression - Evaluation in PES -Practical pedagogy in government Primary Schools (EPP)	Choosing the appropriate training activities and games Assimilating exercises to enable initiation through sports animation - Knowing how to evaluate
	Sports sociology	inventory of games (6-8-9 years)	Understanding the educative interest through various games

DCE O Level III.

Domain	Subject	Module	Awaited Competences
Game didactics and Didactics of PES	Sports sociology	<ul style="list-style-type: none"> -inventory of games (9-11years) -Presentation of a PES lesson preparation form 	Applying the use of games in a learning situation
	Physiology	<ul style="list-style-type: none"> -Traumatology - Initiation to first aid gestures - Concept of dosage in PAS (work, recovery) 	<ul style="list-style-type: none"> -Adapting the learner's effort to his physiological comfort; -Accident prevention and first aid gestures in case they occur.
	Practical pedagogy	<ul style="list-style-type: none"> -Programming in PES -Presentation of a PES lesson preparation form -programming sports animation in school - organizing evaluations In PES -Practical pedagogy (EMPA, EPPA) 	<ul style="list-style-type: none"> -Organizing, managing sports competitions and official exams ; -Applying pedagogic progressions to specific learning situations; -Applying the games to learning situation ; -Presenting a PES lesson

Probatoire I.

Domain	Subject	Module	Awaited Competences
Sports medicine	Physiology	<ul style="list-style-type: none"> - Anatomy (basics of the human body) - Effort physiology (basics) 	Knowing how the body reacts during physical exercise
Game didactics and Didactics of PES	Psycho-pedagogy	<ul style="list-style-type: none"> - Taxonomy of objectives and competences -Evaluation in PES 	<ul style="list-style-type: none"> -Organizing the objectives and competences of a lesson, of a sequence and of a cycle - Adapting effort to the physiological comfort of the learner -Presenting and managing a PES lesson
	Practical pedagogy	<ul style="list-style-type: none"> -Programming in PES -Athletics and expression activities -Concept of dosage in PES (work, recovery) 	
	Didactics of PES	Sports sociology	<ul style="list-style-type: none"> -History of sports and Physical Education (EP) -Definition of concepts : Physical Education- Physical education and sports PES, sports
Practical pedagogy		<ul style="list-style-type: none"> -Preparing a PES 	

		lesson (plat form) -Managing a PES lesson	
	Sociology		- Knowing the purpose of games
	Psycho- pedagogy	-Definition of game - The various aspects of the game -Inventory of Games -Practice of games (3-6 years) -Psycho motility (types of relation)	- Identifying a maximum number of games (traditional or modern) -Mastering educative games -Knowing the various exercises that allow one to discover: -the various parts of the body; -one's physical environment; -one's social environment.
	Practical pedagogy	-Programming activities in PES	-Doing sports animation -Preparing and presenting a PES lesson

Probatoire II.

Domain	Subject	Module	Awaited Competences
Sports medicine	Physiology	-Traumatology	
Game didactics and Didactics of PES	Practical Pedagogy	- Concept of first aid -Practical pedagogy in schools	-Knowing to prevent risks of accidents -Choosing the appropriate formations and games
Game didactics and Didactics of PES	Sociology	-inventory of games (6-7-8 years)	- Understanding the educative interest through different games -Inducing a desired behaviour through instructions or a signal etc...
	Psycho-pedagogy	-inventory of games (9-11 years) -Preparing a PES lesson notes form - teaching PES -Conditioning (Pavlov and Skinner)	
			-Programming PES activities, Sport Animation in school , -Organizing exams,

Baccalaureat

Domain	Subject	Module	Awaited Competences
Sport medicine	Physiology	<ul style="list-style-type: none"> -Traumatology - Concepts of first aid 	-Knowing to avoid risks of accidents
Game didactics and Didactics of PES	Psycho-pedagogy	<ul style="list-style-type: none"> -inventory of games (8-9 years) -inventory of games (9-11 years) 	<ul style="list-style-type: none"> - Applying pedagogic progressions to teaching situations
	Sports sociology	<ul style="list-style-type: none"> - Programming athletic and expression activities in PES 	<ul style="list-style-type: none"> - Preparing and presenting a PES lesson
	Practical pedagogy	<ul style="list-style-type: none"> -Presenting a PES lesson form - teaching PES -Conditioning (Pavlov and Skinner) 	<ul style="list-style-type: none"> - Inducing the expected behaviour through instructions or a signal etc
Game didactics and Didactics of PES	Sociology	<ul style="list-style-type: none"> -Defining game 	<ul style="list-style-type: none"> -Knowing the purpose of the game
	Psycho-pedagogy	<ul style="list-style-type: none"> -The various aspects of game -inventory of games -Practising games (3-6 years) 	<ul style="list-style-type: none"> - Identifying a maximum number of games (traditional or modern) -Knowing educative games

sports Medicine	Physiology	<ul style="list-style-type: none"> -Psycho motility (Types of relations) -Anatomy (basics on the human body) - Effort physiology (basics) -Traumatology -Concepts of first aid gestures -Programming activities in PES, 	<p>Knowing the various exercises that enable one to discover:</p> <ul style="list-style-type: none"> -the various parts of the body; -one's physical environment ; -one's social environment ; -Preventing accidents and insuring first aid in case of any eventualities.
Game didactics and Didactics of PES	Sociology	<ul style="list-style-type: none"> -History of sports and Physical Education (PE) -Definition of concepts 	<ul style="list-style-type: none"> -Mastering the concepts : PE-PES-SPORT -Preparing a plat form -Choosing the appropriate formations and games
	Practical pedagogic	<ul style="list-style-type: none"> Physical – Education, Physical Education and Sports (PE)-Sports -Preparing a PES lesson(plat form) Didactics in PES -Managing a PES lesson -Concept of dosage in PES (work, 	

		recovery)	
Didactics of fun and Didactics of PES	Practical pedagogy	<ul style="list-style-type: none"> -Programming opposition and collective activities in PES -Programming sports animation in school -Sports Animation in school 	<ul style="list-style-type: none"> -Practising exercises that teach sports animation -Organizing, managing sports competitions and official exams

ILLUSTRATION

Observation: a majority of PES teachers consider that the required conditions for the practice of PAS in Cameroon are absent.

Meanwhile it is necessary to adopt the option that gives more sense to teaching, by requiring more the involvement of the teacher.

The example of high jump:

The context: Level III - 80 students – 1 high jump facility of 3m, plat form of 900 m²

Lesson note preparation form: Planning, programming and evaluation elements in conformity with the official form;

I.e.: Awaited competences: crossing over correctly a fixed obstacle using the appropriate execution form according to one's abilities

Lesson 1: Diagnostic evaluation (enable the students to jump over a rope and mark the differences in order to constitute groups of different levels)

Use the entire plat form and enable students work in groups, skills necessary to improve their performances. Announce the awaited competences and the summative evaluation criteria of lesson 6 (knowledge - know-how – know-been – in relation to assiduity, perseverance and cooperation)

Lesson 2: Follow up the acquisition of competences (during action, initiation to rules and to the various jump techniques, talk about records etc...) Development of specific skills, using differentiated pedagogy. Put in place situations that create exchanges between students.

Lesson 3: Follow up the acquisition of competences, rotating the groups to enable each student to cross over the obstacle (high jump facility), Reinforcement of class dynamism.

Lesson 4: Formative evaluation, training games and evolutions similar to lesson 1 in order to verify the level of knowledge and know-how acquisition (rules, run up, take-off, cross over technique).

Lesson 5: Preparing students for summative evaluation, always working in groups with the possibility of changing the group in relation to the degree of affinity.

Lesson 6: Summative Evaluation involving students, designation of officials, handling of evaluation forms, stating the appreciation criteria of knowledge, know-how and “savoir-être” announced in lesson 1).

Execution of jumps, give responsibilities to the students who are not jumping (coaching advice, preservation of acquired knowledge of warm up through little games. Insure to point out students in charge of warming up groups with little games).

The example of Basketball:

Context: Level, 1- 85 learners (13 groups of 6 learners and 01 group of 7 learners);-a basketball field,- 02 balls of basket,-05 whistles - two stopwatches and a space of 90 m² available on one side or by the sides (constitute 6 working groups); duration of encounters 2x5mins with 1min break (interaction); 10 mins to make observations about the lesson.

Managing groups: two groups play 5vs5 or 4vs4 on one half of the field, two groups serve as referees on each half of field, two groups collect balls on each half of field and the six other groups carry out specific tasks on the empty space besides the field

Lesson notes preparation form: form in force (in use)

I.e.: Awaited competences: Reproducing various actions appropriate to the solution found by the team in order to focus a partner's movements on the ball.

Lesson1: diagnostic evaluation or reference situation (have an observation form, talk about some rules of the game to learners, give pedagogic instructions to be respected, (sense of rotation, managing the stopwatch...) avoiding interfering in game situations ;

NB: Keep the number of baskets obtained by the whole class for the end of the lesson; communicate the evaluation criteria (refereeing, behaviour towards the referee, individual and collective performance)

Lesson 2: constitution of groups if necessary (formative evaluation), maintain the organization of work put in place in the first lesson, follow up the learners in the acquisition of competences in learning situation of integration(matches) and in prompt learning situations (specific skills , motor insufficiencies..);

NB: compare the number of baskets obtained at the end of the two lessons, draw conclusions and remind learners the evaluation criteria

Lessons 3 et 4: keep the former organization, continue formative evaluation in order to regulate the work of learners, prepare the learners for summative evaluation using the scales construed to this effect (balls lost, balls won, number of personal faults) and match forms (appropriate), quality of refereeing and handling of the forms or filling of scales, taking into account the scores of the matches;

Lessons 5 and 6: While maintaining the formations and evolutions put in place in the first lesson, be personally involved in the evaluation process without disturbing the co-evaluation done by the learners;

NB: The marks of the referees or of the officials at the table can be collectives marks if the possibility is given to the students to choose the best of the group as referees and if all of them contribute to improve the performance of the latter.

The final mark that will take into account the above criteria

The final mark that will take into account the above mentioned criteria cannot be communicated immediately at the end of the 6th lesson.



EVALUATIONS

Types of evaluation	when	why	how
diagnostic	Beginning of training, of cycle	Enable us to situate the student's pre-knowledge and know how <input type="checkbox"/> <input type="checkbox"/> Enable us to propose the appropriate solutions and short comings	Modules evaluation logbook. <input type="checkbox"/> <input type="checkbox"/> exercises made from the bases of the evaluation indicators of the level of the last evaluation...
formative	Is situated at the end of learning period	Enable us to notice persistent difficulties. <input type="checkbox"/> <input type="checkbox"/> Inform the student and teachers on the level of mastery attained. <input type="checkbox"/> <input type="checkbox"/> Requires that remedies be proposed <input type="checkbox"/> <input type="checkbox"/> Is related to the pedagogy of success.	Short oral or written evaluation, at the end of the lesson or of the sequence. <input type="checkbox"/> <input type="checkbox"/> Application exercises... Remark : Do not over use this evaluation but use it appropriately!
summative	Is situated at the end of the training period and takes the	Enable us to verify if the student has attained set	The student must have an observable behaviour that showcases the

	form of a balance sheet	<p>objectives.</p> <p><input type="checkbox"/><input type="checkbox"/> Enable the student to situate himself, relative to the class, relative to an orientation</p> <p>...</p> <p><input type="checkbox"/><input type="checkbox"/> For the institution (family,</p> <p>Mark in the report card ...)</p>	<p>mastery of specific skills and competences defined by a reference</p> <p><input type="checkbox"/><input type="checkbox"/> Homework, class works</p> <p>Mock exam...</p>
certificative	Prompt evaluation during exams	To verify if the student conforms to the requirements stated by the reference	Established in conformity to the rules of the exam (in the substance, certificate, form, duration...)
	Evaluation in the course of the training	To verify if the student has acquired the awaited competences.	The situations designed by the teacher under the responsibility of the head teacher in conformity with the rules of exams

FEEDBACK FORM

I. Identification

- ❖ School/place of service :.....
.....;
- ❖ Names and Surnames :.....
.....;
- ❖ Grade :.....;
- ❖ Registration Number :.....;
- ❖ Date of entry in the administration :.....;
- ❖ Present function :.....;
- ❖ Number of years in the present post :.....;
- ❖ Contacts:
 - Tel :.....;

 - Email :.....;

II. Opinion

After having gone through the memento, what is your appreciation of:

- ❖ **The presentation** :.....
.....
.....
.....;
- ❖ **The comprehension** :.....
.....
.....
.....;

III. Suggestions

According to you, what are the points you consider :

❖ Not sufficiently supported :.....
.....
..... ;

❖ That ought to be taken into account :.....
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.....
..... ;

Why ?.....
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..... ;

NB : No appreciation should be subjected to the observation of the hierarchy.

Done at on/...../2017

Signature